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# Alabama College

*The State College for Women*

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ALABAMA COLLEGE



## THE SUMMER SCHOOL 1935

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Assistant Director

## FACULTY

LOIS ACKERLEY ..... Home Economics

B.A., State University of Iowa; M.A., Columbia University; Ph.D., State University of Iowa. Teaching experience in high schools, Limestone College; Research Assistant University of Iowa. Professor of Home Economics, Alabama College, one year.

MAY LANDERS ADAMS ..... Elementary Demonstration School

B.A. and M.A., Howard College. Five years in Northport, Alabama, Elementary School. Elementary teacher in Jefferson County system since 1921. Teacher in Elementary Demonstration School, Alabama College, summer 1934.

MARTHA ALLEN ..... Art

B.A., Alabama College. Teacher in Piedmont High School, three years; Alabama College Training School, three years.

A. C. ANDERSON ..... Education

B.A., Howard College; M.A., Columbia University. Teacher and principal of rural schools; ten years county high school principal; County Superintendent of Education, Barbour County; Supervising Principal, Montgomery County Schools; President, Newton Institute; Superintendent of Schools, Ozark, Alabama. Seven years, Alabama College.

WILLARD W. BEATTY ..... Director, High School Demonstration School

B.A. and M.A., University of California. Graduate work, University of Chicago. Professor of Education for three years and Head of Department of History and Civics for two years at the San Francisco State Teachers College. Assistant Superintendent of Schools, Winnetka, for several years. Superintendent, Bronxville, New York, Public Schools since 1926. Taught in Summer Schools at Northwestern University, University of Chicago, Syracuse University. President Progressive Education Association. Author of numerous textbooks.

ETHEL BICKHAM ..... Nursery School

B.S., M.S., Ohio State University. Graduate Merrill Palmer Schools. High School teaching experience. Assistant Professor of Home Economics, Alabama College, three years.

OLIVE BIGGAR ..... Sociology

B.A., Goucher College; Certificate for Social Work, Tulane University; graduate work at Tulane University. Experience in social work in New Orleans and Shreveport, Louisiana. Alabama College, two years.

MARY ALICE BOYD ..... Education

B.S., George Peabody College for Teachers; M.A., Columbia University. Eight years in rural school supervision. Alabama College, twelve years.

MINNIE CLARE BOYD ..... History

B.A., Agnes Scott College; M.A., Columbia University; Ph.D., Columbia University. Head of Department of History, Mississippi State College for Women.

MAMIE BRASWELL ..... Mathematics

B.S., University of Alabama; M.A., George Peabody College for Teachers. Teaching experience, Kellerman Junior High School, Walker County High School, State Secondary Agricultural School, Sylacauga, Montevallo High School. Four years, Alabama College.

MYRTLE BROOKE ..... Sociology

B.A., George Peabody College for Teachers. M.A., Columbia University. Special study at University of Chicago and University of Tennessee. Six years, public schools of Georgia; four years of high school work in Louisiana. Twenty-four years, Alabama College.

- W. P. CARTER.....Economics and Sociology  
B.S., Kansas State Teachers College; M.A., University of Chicago. Further study toward Ph.D., University of Chicago. Nine years' teaching experience Kansas high schools; University of Missouri, one year; Colgate University, two years; Elmhurst College, one year; Alabama College, one year.
- MAUDE CHEEK.....Biology  
B.S., Mississippi State College for Women; Summer, Cornell University; summer, University of Wisconsin; M.S., University of Michigan. Assistant Professor of Biology, Mississippi State College for Women.
- HALLIE FARMER.....History  
B.A., Indiana State Normal School; M.A., University of Wisconsin; Ph.D., University of Wisconsin. Teaching experience in high schools; Indiana State Normal Schools; teaching assistant, University of Wisconsin. Professor of History, Alabama College, eight years.
- EVA OLIVIA GOLSON.....English  
B.A., Huntingdon College; M.A., University of Chicago. Further graduate study at Columbia University. Teacher of English, Pell City High School, and Jemison High School. Alabama College, eight years.
- ELLEN-HAVEN GOULD.....Speech  
B.A., Coe College; Graduate School of Speech, Northwestern University; M.A., University of California. Student of School Theatre, California. Player in Literary Theatre, Los Angeles. Coe College, four years; Washington State, two years; Occidental, one year. Alabama College, ten years.
- MELBA GRIFFIN.....Modern Languages  
B.A., Alabama College; M.A., Columbia University. Summer, University of Porto Rico. Assistant Professor of Modern Languages at Alabama College since 1927.
- LUELLA GRISSOM.....Secretarial Science  
B.A., Clinton College. Graduate Bowling Green Business University. Commercial experience; a number of years in office practice; training students in office practice; Blue Mountain College; commercial department, Athens College. Assistant instructor commercial department, Alabama College, eight years.
- ELSA HASBROUCK.....Art  
B.A., Vassar College. Student Art Students League and private studios in New York City and abroad. Teacher of art sixteen years. Five years experience with interior decorator in New York City. Exhibitor various years at National Academy of Design, Pennsylvania Academy of Fine Arts, National Art Club. Director of Art in Demonstration Schools of Euthenics, Vassar College two summers; Progressive Education Demonstration School at Syracuse University one summer, and at Alabama College two summers. Director of Art and Co-Director of Winbrook School, White Plains, New York.
- E. P. HOOD.....Physical Science  
Jacksonville State Normal, diploma. B.S., M.S., University of Alabama. J.L.D., Birmingham Law School. Nine years' experience in Alabama high schools; Southern College, Lakeland, Florida, four years; Alabama College, one year.
- LUCIE HOOD.....Elementary Demonstration School  
B.A., Alabama College. Two years T. C. I. schools; Alabama College Training School, six years.
- H. MARVA HOUGH.....Physical Education  
B.S., University of Michigan; M.A., Teachers' College, Columbia University. Detroit Public Schools, one year; State College, Bowling Green, Ohio, two years; University of Illinois, one year; Edgewood School, Greenwich, Connecticut, one and one-half years; Alabama College, one-half year.
- RONALD INGALLS.....Violin  
B.M., Yale University School of Music. Private study with Loeffler and Becker. Teaching experience in Winston-Salem, N. C., City Schools; Illinois Woman's College; Baker University. Four years, Alabama College.
- ROSA LEA JACKSON.....Mathematics  
B.A., Western College; M.A., Ph.D., University of Chicago. Experience in Athens College, Alabama; Central College, Missouri; Ripley High School, Ripley, Tennessee; Northwestern University, Illinois; Leland Stanford Junior University; Hunter College of the City of New York. Four years, Alabama College.

## H. W. JAMES.....Education

B.S., Kansas State Teachers' College. Ph.D., University of Iowa. Six years public school work; Director Visual Service, University of Iowa; two summers special lecturer in education, University of Pittsburgh. Director School of Education of Alabama College since 1923.

## HELEN KEARLEY.....Elementary Demonstration School

Graduate of Troy Normal School. Candidate for B.S. degree, Alabama Polytechnic Institute. Ten years as teacher in elementary grades at Opelika, Alabama, last six of which as Principal of Southside Grammar School.

## ALICE V. KELIHER.....Director, Elementary Demonstration School

B.S., M.A., and Ph.D., Columbia University. Studied elementary education abroad in 1929. Served as demonstration teacher in Washington Public Schools, instructor in Child Development at Yale University, summer instructor in elementary education at Teachers' College, Columbia University, state assistant in Parent Education in Connecticut, and director of Summer Program of Progressive Education at Alabama College last summer. At present Elementary Supervisor, Hartford, Connecticut. Author of numerous textbooks.

## W. J. KENNERLY.....Physical Science

B.S., Clemson College; M.S., Emory University. One year Assistant Professor of Chemistry at Clemson College. Alabama College, fourteen years.

## MARY LARKIN.....Home Economics

B.S., Alabama College. Graduate work at University of Tennessee. Teacher of Home Economics, Foley High School, four years; Escambia County High School, two years; Sulligent High School, two years. Supervisor of Vocational Home Economics, Alabama College Training School, two years.

## OLIVIA LAWSON.....Education

B.S., George Peabody College for Teachers; M.A., Teachers' College, Columbia University. Teaching experience in public schools of Alabama, three years; Troy Normal School, one year; Supervisor of Schools, Walker County, four years. Alabama College, nine years.

## HARRISON D. LEBARON.....Music

B.A., Harvard University; M.A., Cornell University. Teacher and soloist New England Conservatory; American Guild of Organists; nine years Associate Professor of Music, Western College, Oxford, Ohio; two years Director of Music, Adrian College, Michigan; nine years. Ohio Wesleyan College, Delaware, Ohio. Director School of Music at Alabama College, five years.

## EUGENIA MAY.....Physical Education

B.S., Alabama College. Instructor at Alabama College, two years.

## ELOISE MERONEY.....English

B.A., University of Alabama. M.A., Columbia University. Diploma, Alabama College. Further study, Chicago University, Columbia University, and Duke University. Teacher of English, Chowan College, Ward-Belmont School, Judson College. Alabama College, five years.

## ALFREDA MOSSCROP.....Physical Education

B.A., Vassar College; M.A., University of Wisconsin. Certificate of Department of Hygiene, Wellesley College. Instructor in Woman's College of Delaware, Wellesley College, University of Wisconsin, Mary C. Wheeler School. Alabama College, five years.

## MARY E. McWILLIAMS.....History

B.S., Teachers' College, Columbia University. M.A., Columbia University. Instructor in piano, Alabama College, Pine Hill and Elmore County High Schools; Principal, Perdue Hill, Alabama; instructor in History and Science, Pine Level and Pike Road High Schools. Alabama College, nine years.

## MILTON LEE ORR.....Education

B.S., University of Alabama; M.A., Ph.D., George Peabody College for Teachers. Twelve years' experience in public schools; Superintendent of Alabama College Training Schools. Alabama College since 1922.

## CHARLOTTE PETERSON.....Elementary Demonstration School

Diploma, Alabama College, 1916. Special study Northwestern University and National College of Education, Evanston, Illinois. Five years teaching in public schools of Virginia and Colorado. Eleven years, Alabama College Training School.

## LORRAINE PIERSON.....Modern Languages

B.A., M.A., Transylvania College; M.A., University of Chicago; Degré Supérieur, University of Dijon, France; Ph.D., University of Illinois. Teaching experience in McKendree College, Lebanon, Illinois; University of Illinois. Alabama College, seven years.

## SARAH PURYEAR.....English

B.A., Vanderbilt University; M.A., George Peabody College for Teachers. Further graduate study at Vanderbilt University. Teacher of English, Trousdale County High School, Memphis Technical High School. Alabama College, one year.

## J. I. RIDDLE.....Education

B.A., University of Alabama; M.A., Columbia University; Superintendent's Diploma, Teachers College; Ph.D., Columbia University. Seven years principal and superintendent of schools in Alabama. Alabama College, seven years.

## ELSA SCHNEIDER.....Physical Education

B.S., University of Wisconsin. Diploma, Chicago Normal College. Three years teaching in public schools; Y. W. C. A. work two summers; summer school at University of Wisconsin. Alabama College, four years.

## CLEVELAND G. SHARP.....Biology

B.S., M.S., Alabama Polytechnic Institute. Candidate for the doctorate at University of Chicago. Four years of teaching experience in high schools. Alabama College, fourteen years.

## MINNIE L. STECKEL.....Psychology

B.A., University of Kansas; M.A., University of Chicago; Ph.D., University of Chicago. Principal high school, ten years. Superintendent of Public Schools, two years. North Dakota State Teachers College, one year. Public School psychologist, two years. Student Counselor, Alabama College, five years.

## STELLA STEPHENS.....High School Demonstration School

B.A., Georgetown College; M.A., George Peabody College for Teachers. Teaching experience: Paris, Kentucky, three years; LaGrange, Georgia, three years; Augusta, Georgia, four years. Alabama College Training School, four years.

## LEWIS L. STOOKEY.....Music

B.S., B.M., Coe College. Additional training at Northwestern and Columbia Universities. Teaching experience: two summers each at Coe College and A. P. I., Auburn; Director of School Music, Marshalltown, Iowa, two years; Murfreesboro, Tennessee, five years; High Point, North Carolina, eight years; Mobile, Alabama, three years.

## ALICE STRIBLING.....Home Economics

B.A., Winthrop College; M.S., University of Tennessee. High school teacher; Itinerant Teacher Trainer, Alabama College. Assistant Professor of Home Economics, Alabama College, three years.

## W. F. TIDWELL.....Education

B.S. and M.S., Alabama Polytechnic Institute. Barnes School for Boys, two years; Livingston High School, six years; Alabama College Training School, one year.

## ELIZABETH UTTERBACK.....High School Demonstration School

B.A., Western Kentucky Teachers College; M.A., George Peabody College for Teachers. Graduate study, New York University. Western Kentucky Teachers College, one summer; Lakeland, Florida, High School, one year. Alabama College Training School, five years.

## ARTHUR W. VAUGHAN.....English

B.S., Central College; M.A., Harvard University; Ph.D., George Peabody College for Teachers. Austin scholar in English at Harvard University; instructor in English, Central College Academy and Marvin Junior College; Educational Director of the Ralph Sellev Institute; Head of the Department of English and Public Speaking, Southeast Missouri State Teachers' College. Alabama College, seven years.

## KATHERINE VICKERY.....Psychology

B.A., North Georgia Agricultural College; M.A., and Ph.D., George Peabody College for Teachers. Teacher in high schools three years. Alabama College since 1922.

MIECISŁAW ZIOLKOWSKI ..... Piano

Graduate of Stern Conservatory, Berlin, Germany. Master Class at Stern Conservatory. Switzerland with Paderewski. Teacher in Stern Conservatory, two years; Warsaw Conservatory, two years; Columbia School of Music, Chicago, three years. Alabama College, six years.

Note: Dr. Beatty, Director of the High School Demonstration School, had not supplied the names of the four high school demonstration teachers at the time the bulletin went to the press.

### OTHER OFFICERS

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SUSIE MARSHALL .....	Secretary to Dean
C. H. MAHAFFEY .....	Manager of Laundry
NORA REYNOLDS (MRS.) .....	House Director
OLLIE TILLMAN .....	Nurse

## Foreword

The twentieth Summer School at Alabama College will begin June 10, 1935. The first term will end July 19. The second term will begin July 22 and end August 24. The two terms are each separate units, so that students may pursue work for either term or for the full summer quarter. In the latter event, twelve semester hours of credit may be earned. Students having a "B" average may take a maximum of eight semester hours during one term of the summer school, and fourteen semester hours during the summer session.

The attention of students is called to the fact that Alabama College is a standard institution, being a member of the Association of Alabama Colleges, the Association of Colleges and Secondary Schools of the Southern States, and the Association of American Colleges, and granting degrees in the regular academic subjects, music, home economics, art, physical education, secretarial science, sociology and social service. The cost of attending Alabama College is reasonable in comparison with that of other institutions of equal standing.

Alabama College is fortunately situated to offer the students and teachers of the state a summer school meeting adequately their needs for both pleasure and profit. On the succeeding pages are offered for consideration a number of advantages which may be enjoyed by those who will come to the Summer School.



# Alabama College Summer School

## GENERAL INFORMATION

The Summer School was established in May, 1915, by order of the Board of Trustees and held its first session in 1916. A six or twelve weeks' session has been held every summer since that time. The session of 1935 will be eleven weeks in length, beginning June 10 and ending August 24. The first term will be six weeks in length, five days a week, beginning June 10 and ending July 19. The second term will be five weeks in length, six days a week, beginning July 22 and ending August 24. The work of each term will be a unit in itself and students who attend only one term may secure full credit for all work completed.

The aim of the Alabama College Summer School is to serve in the fullest way the interest of public education in the state. Special attention is given to the following:

1. Those who wish to obtain, renew, or extend certificates.
2. High school teachers and others who do not hold college degrees but wish to obtain credit towards their degrees.
3. Public school teachers who wish to study progressive methods of teaching any grade of school work.
4. Alabama College students, and those from other colleges, who wish to remove conditions by summer work.
5. Those who desire special work in Home Economics, Music, Art, Speech, Physical Education, or other special fields.
6. Home Economics teachers who desire to teach in the junior and senior high schools or to increase their knowledge of the subject.
7. Those who wish a thorough course in public school music, or who wish to prepare for the state examination in piano or public school music.
8. Those who wish to take general physical education courses to prepare to teach physical education in the schools or to coach basket ball or other games.
9. Those who are interested in repertory classes in violin, piano, and organ.
10. Those who wish to secure high school credit.

## CURRICULA

Courses are offered in Art, Biology, Chemistry and Physics, Education, English, History, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Psychology, Typewriting, Sociology, and Speech.

The courses are so arranged that students may complete a year's work in such fundamental courses as Biology, Chemistry, English, His-

tory, Mathematics, and Modern Languages, by remaining for the entire eleven weeks.

In the other departments many of the courses are so organized that a student may complete a full year's work in either six or eleven weeks. The work in Typewriting is offered to meet the needs of teachers, administrators, social workers, and students in general who are not taking the regular Secretarial course.

### **SPECIAL FEATURE**

#### **PROGRESSIVE EDUCATION DEMONSTRATION SCHOOL AND SUMMER PROGRAM FOR ELEMENTARY AND HIGH SCHOOL TEACHERS JUNE 10-JULY 19**

The Progressive Education Association will again sponsor during the first six weeks of the 1935 Alabama College Summer School an Elementary Demonstration School and Summer Program. In addition to the program for elementary teachers, which has been carried on for the past three summers at Alabama College, a Demonstration High School and Program for high school teachers will be added this summer. The enlarged program was made possible by an educational grant which contemplated that the Summer Program at Alabama College would serve Alabama and neighboring states.

The Progressive Education Association has sponsored such programs in various sections of the country for the past six summers.

#### **Dates for Demonstration School and Summer Program**

The Summer Program of Progressive Education will coincide with the first term of the summer school, June 10 to July 19, 1935. The Demonstration Schools will be open for observation June 17 to July 19.

#### **Reception Given Progressive Education Work for the Past Three Summers**

The reception given the progressive education work at Alabama College for the three past summers has amply demonstrated the worth of this program. Approximately two hundred teachers and supervisors have attended the full six weeks programs. Approximately two thousand teachers, supervisors, superintendents and other school workers have observed the work and taken part in the conferences for periods ranging from a few days to three weeks.

#### **Nature of Work to be Offered this Summer**

The work this summer is designed for both elementary and high school teachers. The program will consist of:

1. An Elementary School demonstrating the practical applications of progressive education principles and theory. Activity programs,

large units of work, pupil initiative, individual needs, creative thinking, character development, etc., will characterize the work of the school. The Elementary Demonstration School will be the center for all phases of the progressive education work for elementary teachers.

2. A High School demonstrating the practical applications of progressive education principles and theory. The features characterizing the work of the Elementary Demonstration School will be shown in the High School. This school will be the center for all phases of the progressive education work for high school teachers.
3. College credit courses in progressive education.
4. Five periods of observation, conference and study of progressive education, each of one week's duration, for those administrators, supervisors and teachers who find it impossible to attend the six-weeks courses.
5. Regional Conference on Progressive Education for the Southern States.

The following courses in progressive education, each carrying two semester hours of credit, will be given:

1. A first course in progressive education for elementary teachers.
2. A second course in progressive education for elementary teachers designed for those who have had the equivalent of the first course.
3. A first course in progressive education for high school teachers.
4. Directed observation in the lower elementary grades.
5. Directed observation in the upper elementary grades.
6. Directed observation in the high school.
7. A first course in art as it functions in a progressive school.
8. A second course in art as it functions in a progressive school.
9. Music as it functions in a progressive school.
10. Physical education as it functions in a progressive school.
11. Methods of teaching English in a progressive high school.
12. Methods of teaching history in a progressive high school.
13. Methods of teaching science in a progressive high school.

The Progressive Education Summer Program should appeal to all teachers, administrators and students of education interested in the new education. It should appeal to the following classes of students:

1. Those who attend summer school for the progressive education alone. A full term's work carrying six semester hours of credit may be taken.
2. Those who desire to take one or two courses in progressive education and one or two courses in other fields.

3. Those who desire to spend a week without credit observing the work in the Demonstration Schools and studying the new education. Periods of less than a week of observation will be permitted but not encouraged.

Five weekly units of observation and study have been arranged for those administrators, supervisors and teachers who find it impossible to attend the six-weeks courses. The week's work will consist of observation in the Demonstration Schools, daily round table conferences, and visits to any of the theory classes.

The five weeks of observation are June 17-21, June 24-28, July 1-5, July 8-12, July 15-19. The week of June 24-28 has been reserved largely for those attending the Regional Conference. Since only a limited number of visitors can be accommodated in the Demonstration Schools, arrangements for observing must be made in advance with M. L. Orr, Assistant Director of Summer School. Preference as to week will be given to those who apply first. Those who can possibly do so should arrange to take the full six-weeks courses rather than a week's unit.

#### Cost

Those attending for six weeks and taking six semester hours of credit will pay approximately \$49.00 for room, board, laundry, tuition, medical attention, and other fixed charges. The cost is the same for all students in the College taking six semester hours of work.

Room and board may be secured at the College for \$1.25 a day for periods less than the six-weeks term. The College can not furnish rooms without board.

#### Pupils Eligible for Demonstration Schools

A limited number of pupils outside of the town of Montevallo can be accepted in the Demonstration Elementary and High Schools. No fees will be charged for elementary and junior high school pupils. Regular fees will be charged senior high school pupils desiring credit work. Senior high school girls may board in the college dormitories. Other demonstration school pupils must make other living arrangements. Children will not be allowed in the college dormitories.

Pupils desiring to attend the Demonstration Schools should apply to the Assistant Director of Summer School as early as possible.

#### Progressive Education

Progressive education is a world-wide movement. It is not a panacea, rejecting accepted beliefs, adult judgments and traditions. Rather, it is a new approach to the study of the child, a belief that the development of his normal interests exceeds in importance the imposing of standardized subject matter. It assumes that education develops from human experiences, rather than results from the acquisition of information and the cul-

tivation of skills for deferred needs. It is liberal and humanitarian rather than compelling and mechanistic.

The Progressive Education Association was founded in 1919 for the dissemination of progressive education theory and practice. It includes among its officers and directors such outstanding educators as Dr. John Dewey, Dr. William H. Kilpatrick, and Dr. Harold Rugg, of Columbia University; Dr. William J. Cooper, formerly United States Commissioner of Education; Miss Lucy Gage, of Peabody College; Mr. Charleton Washburn, of the Winnetka, Illinois, schools; and Miss Flora J. Cooke, Principal of the Frances W. Parker School of Chicago.

### **Progressive Education in Alabama and the South**

While the Progressive Education Demonstration Schools and Summer Program to be held at Alabama College will be among the few of its kind in the South, progressive education theory and practice are not new in this section. The new education is being stressed by state and county supervisors in a number of the southern states and especially in Alabama. The new courses of study in Mississippi, Arkansas and Virginia are based upon progressive philosophy.

## **SPECIAL MEETINGS AND CONFERENCES**

### **Alabama Writers' Conclave—Week of June 17**

The Alabama Writers' Conclave will hold its annual session at Alabama College during the week of June 17. Their programs are open to the public and may be shared by the members of the Summer School. In addition to this, special speakers who will come for the Conclave will be available for lectures to the Summer School.

### **Progressive Education Regional Conference—June 26-28**

A Regional Conference on Progressive Education will be held at Alabama College, June 26-28, 1935. Miss Norma Smith, State Supervisor of Elementary Schools of Alabama, is Regional Chairman of the Progressive Education Association for the Southern States and will be in charge of the Conference.

### **Life Career Conference for High School Girls—July 11, 12, 13**

A Life Career Conference for High School Girls will be held during the Summer School. Outstanding guidance specialists will conduct the conference.

### **School of Instruction for Vocational Home Economics Teachers—July 22-August 9**

A three weeks' course is given for Alabama Teachers of vocational home economics. The purpose of this unit is to give specific aid in organizing the year's program, in setting up standards and in applying modern

methods of education to home economics instruction. (See announcements of the School of Home Economics.)

### Camp for Girls—July 29-August 10; August 12-August 24

This is a campus camp for girls ten to eighteen years of age. The camp program offers a wide range of interests including tennis; nature-lore; pioneer camping; gypsy trailing; swimming; aesthetic, clog, tap, and folk dancing; handicraft; story-telling; singing and dramatics.

For detailed information write to Minnie L. Steckel, Camp Director, Alabama College, Montevallo, Alabama.

### ENTERTAINMENT FEATURES

The College plans an enlarged program of recreation and entertainment during both terms of the Summer School. These include among other features:

1. Music and speech recitals by members of the faculty.
2. Plays and stunts put on by students.
3. Visiting lecturers and entertainers.
4. Athletic tournaments, tennis, baseball, badminton.
5. Hikes and camp suppers.
6. Evening play hour under the direction of a playground supervisor.
7. Camphouse and swimming pool open free of charge to students who are matriculated in the summer school.
8. Annual picnic at the camphouse.
9. Evening group-singing hour under the direction of a song leader..
10. Reception given to summer school students by the faculty.
11. Other features to be announced later.

### EXPENSES FOR FIRST TERM

Room, board and laundry.....	\$33.00
Matriculation fee.....	3.00
Physician, nurse, hospital and medicine fee.....	1.00
Fee for 6 semester hours of work.....	12.00
Total.....	<u>\$49.00</u>

### EXPENSES FOR SECOND TERM

Room, board and laundry.....	\$27.50
Physician, nurse, hospital and medicine fee.....	1.00
Fee for 6 semester hours of work.....	12.00
Total.....	<u>\$40.50</u>

A fee of \$2.00 per semester hour is charged for college courses taken for credit. Any student, therefore, who takes more than 6 semester hours per term will pay \$2.00 for each additional hour of credit taken.

A student who was not in attendance during the first term will pay the matriculation fee of \$3.00 for the second term.

No reduction in price will be made to students who do not have their laundry done in the college laundry.

Students who take laboratory courses in Science will pay the fees indicated below:

#### Fees (Per Term)

Bacteriology.....	\$6.00
Biology.....	4.50
Chemistry.....	4.50
Physics.....	4.50
Clothing.....	2.00
Foods.....	5.00
Other Home Economics Laboratory Courses (each).....	2.00
Swimming Lessons (12).....	2.00
Use of Typewriter.....	3.00

A fee of \$4.00 per half-unit of credit is charged for high school courses. (For music fees, see Music Department, page 28)

#### Reduced Railroad Rates

Those coming to Alabama College from Alabama, Florida, Georgia, Louisiana (east of the Mississippi River) and Mississippi may purchase round-trip tickets at reduced rates on June 6-12 inclusive and on July 18-24 inclusive; final limit, August 30, 1935.

#### EQUIPMENT

The entire equipment of Alabama College is available for use by the Summer School students. This includes the dormitories, an infirmary, a library, an auditorium and administration building, a music building, two classroom buildings, two training school buildings, a home management house, the college laundry, the dairy, the gymnasium, the swimming pool and other athletic equipment.

Each student should furnish her own pillow, linen, blankets or comforts. (Only single or three-quarter beds are used.)

The library will be open from 7:30 A. M. to 9:00 P. M. daily.

Students may purchase stationery, tablets, college text books, and other needed equipment at the supply store. High school students should secure the state-adopted text books from some local depository.

## COLLEGE AND HIGH SCHOOL CREDIT

High school and college students will have the privilege of studying to remove conditions or to secure advanced standing. As a rule, courses of study satisfactorily completed in the Summer School will be credited in the regular session, provided such studies form part of the regular course.

Those interested in high school courses see page 36.

## REGISTRATION

Registration will take place Monday, June 10. Students will be registered on later dates, but full credit of attendance may not be given for those entering after June 13. Class work will begin Tuesday, June 11, at 7:30 A. M.

Students who pay the \$2.00 room reservation fee and find that they are unable to attend the Summer School may have this fee refunded, provided the Director of the Summer School is notified by June 1.

Students attending the Summer School who wish to board in the town of Montevallo should get the approval of the President, or the Director of the Summer School.

## INTRODUCTION OF NEW COURSES

The officials of the Summer School reserve the right to introduce new courses when there is a demand for them and to eliminate courses in which the enrollment is not sufficient to justify offering them.

## RENEWAL AND EXTENSION OF TEACHERS' CERTIFICATES

The regulations below are those approved by the State Department of Education and apply to the Alabama College Summer School for 1935.

Certificates issued on examination or by validation from other states may be renewed for one-half the period of their original life on six weeks of work. To count as six weeks of work a student must obtain a minimum of six semester hours. The above certificates may be reinstated for the full period of original validity on twelve weeks' work with twelve semester hours. This work should be in the field in which the certificate has been issued.

Class B. Elementary Certificates (issued prior to 1928) based upon the completion of one year normal work, may be reinstated by studying eleven weeks and completing twelve semester hours of prescribed work.

Class B Secondary Certificates (issued prior to 1928) or other secondary certificates, based upon three years of college work, may be reinstated by taking courses leading to the issuance of the certificate next higher in



rank. Unless a class B Secondary certificate has already been extended on an additional twelve weeks of study in a college or university, twelve weeks of study in residence with twelve semester hours of credit entered on the records will be required for its reinstatement.

Class A Elementary Professional, Class A Secondary Professional, and Special Subject certificates (issued prior to 1928) may be reinstated by taking courses for which credit toward graduation is allowed. No credit may be allowed toward the reinstatement of such certificates for a course shorter than six weeks for which the student receives at least six semester hours or nine quarter hours of credit.

All students who want certificates issued, extended, continued or renewed should see H. W. James, Director, School of Education, immediately after they have been classified and fill out a form for the certificate desired. Holders of certificates to be continued, extended, or renewed should bring such certificates with them when they come to Alabama College, and should attach these to the form submitted to Dr. James.

**DEPARTMENTAL ANNOUNCEMENTS****ART**

The Art Department offers courses planned to suit the needs of the designer and creative artist, as well as training for the grade teacher who wishes to secure from her pupils original work of a high order.

The courses offered below may be supplemented by others concerned with more advanced work should there be a demand for them.

Art S111 and S112. **Art Structure.** An introductory course dealing with fundamental principles. Required of all students majoring in art. Lecture and creative work. First and second terms. Credit, 3 semester hours each term.

Art S140. **Elementary Pottery.** Lectures and laboratory work. Art principles applied to pottery and modeling. First term. Credit, 2 semester hours.

Art S150. **Related Art.** This course is given primarily for home economics students. It treats of art principles in relation to line, tone, and color. First and second terms. Credit, 3 semester hours each term.

Art Education S383. **A First Course in Art As It Functions in a Progressive School.** A course designed for both elementary and high school teachers. The course deals with fundamental art principles and their application in teaching by large units. First term. Credit, 2 semester hours.

Art Education S392. **A Second Course in Art As It Functions in a Progressive School.** The course is a continuation of Art Education S383 and is designed for those who have completed this latter course or its equivalent. First term. Credit, 2 semester hours.

**BIOLOGY**

Biology S101. **Survey in Biology.** A general course in biology especially prepared as part of the survey course in science for all students. A very brief consideration will be given to a few representative forms of the four phyla of the plant kingdom; the cell, cell division, and functions of cells; the kind, structure and uses of the root, stem, leaves, buds, fruits, and seeds; and a few animal forms representative of the invertebrate phyla, namely: Amoeba, Paramecium, Euglena, Hydra, Obelia, Gonionemus, Earthworm, and an Arthropod. Three lectures and five two-hour laboratory periods a week. First term. Credit, 3 semester hours.

Biology S102. **Survey in Biology Completed.** A study of the frog and man as representative of the vertebrates with special emphasis on the human body. Toward the end of the course some consideration will be given to Genetics, Evolution, practical aspects of biology, and to the makers of biology. Three lectures and five two-hour laboratory periods a week. Second term. Credit, 3 semester hours.

**Biology S210. General Physiology and Hygiene.** This course is both practical and scientific as it treats of the structure and functions of the various organs of the body and means of maintaining them in health. Being a basic science it gives knowledge of the principles underlying psychology, physical culture, dietetics, and hygiene. In addition, it is also designed to qualify the teachers of the elementary grades and high school for the intelligent direction of a systematic and effective health program in the home, school, and community. Lectures will be supplemented by demonstration work for the purpose of illustrating and simplifying many of the topics studied. Eight lectures a week. First term. Credit, 3 semester hours.

**Biology S252. Nature Study.** This course is designed for teachers and is required of all persons preparing to teach in elementary schools. Those who teach biology in high school will also be greatly helped by this course because it will furnish much valuable information of outdoor life and give practice in finding, assembling and using this information in teaching. It consists of a study of both plants and animals in the field. Emphasis is placed on the study of birds, insects, local flora, and wild life in general. Studies in nature are demonstrated by assigned projects. Two lectures and four two-hour laboratory periods a week. First term. Credit, 2 semester hours.

**Biology S300. Bacteriology.** This course will deal with the morphology, physiology, and cultivation of bacteria, yeast, and molds. Special consideration will be given to the relation of micro-organisms to the preservation, preparation, and handling of foods; to their relation to water and milk supply and sewage disposal; and to the organisms occasionally found in various foods, water and milk that cause disease. The course will be of such nature as is needed for students taking home economics and for those desiring to become acquainted with the fundamental principles of bacteriology and sanitation. One lecture and three two-hour laboratory periods a week. First and second terms. This course is continuous and must be taken both terms. Credit, 3 semester hours.

**Biology S350.8 (Education.) Methods of Teaching Science in a Progressive High School.** First term. Credit, 2 or 3 semester hours.

## EDUCATION

**Education S300. School Management.** This course deals with the general classroom problems of the elementary teacher, including discipline, school records, school hygiene, etc. Second term. Credit, 2 semester hours.

**Education S301. Principles of High School Teaching.** This course takes up problems applicable to all high school teachers, such as discipline, class management, examinations, teachers' reports, etc. Required of all applicants for the college secondary class B certificate, and all special certificates to teach in high school. Open to all juniors. Second term. Credit, 3 semester hours.

Education S302. **Psychology of High School Subjects.** This course consists essentially in a discussion of what goes on in the minds of high school boys and girls, while in the process of learning the various subjects taught in the high school. The emphasis is placed upon what the learner does, rather than what the teacher does. Some of the topics discussed are: maturity of the high school pupil, psychological distinction between the elementary and high school child, psychology of mathematics, English, foreign languages, fine arts, practical arts, natural sciences, social sciences, physical education, and administration. The aim of the course is to acquaint the prospective teacher with method as applied to other subjects than her own, thus decreasing the likelihood of narrow formalism in teaching. First term. Credit, 3 semester hours.

Education S311. **Methods of Teaching Reading in the Lower Elementary Grades.** This course will deal primarily with the methods in the lower grades. However, a discussion of the reading in the upper grades will be included with less emphasis. Required of all students taking the four-year elementary curriculum preparing to teach in the lower elementary grades. First term. Credit, 2 semester hours.

Education S312. **Methods of Teaching Social Science in the Lower Elementary Grades.** This course will take up the entire field of social science in the first six grades. The project work in the lower grades will be given most emphasis. Required of all students taking the four-year elementary curriculum preparing to teach in the lower grades. First term. Credit, 2 semester hours.

Education S350.2. **Methods of Teaching English in a Progressive High School.** Required of all students taking the A.B. course in secondary education who are majoring in English. Also all students minor-ing in English must take at least two hours of the course. First term. Credit, 2 or 3 semester hours.

Education S350.4. **Methods of Teaching History in a Progressive High School.** Required of all students taking the A.B. course in secondary education who are majoring in history. Also all students minor-ing in history must take at least two hours of the course. First term. Credit, 2 or 3 semester hours.

Education S350.8. **Methods of Teaching Science in a Progressive High School.** Instruction will be given in laboratory technique, ordering of materials, and methods of teaching the science taught in Alabama high schools. Required of all students majoring or minoring in science. First term. Credit, 2 or 3 semester hours.

Education S370a. **Directed Observation in the Lower Elementary Grades.** This course consists of observing in the Training School. The work in the school is organized on the activity basis advocated by the proponents of Progressive Education. First term. Credit, 2 semester hours.

Education S370b. **Directed Observation in the Upper Elementary Grades.** The course consists of observing in the Training School. The work in the school is organized on the activity basis advocated by the proponents of Progressive Education. First term. Credit, 2 semester hours.

Education S381. **A First Course in Progressive Education in the Elementary Grades.** First term. Credit, 2 semester hours.

Education S391. **A First Course in Progressive Education in the High School.** First term. Credit, 2 semester hours.

Education S393. **A Second Course in Progressive Education in the Elementary Grades.** Designed for those who have had the equivalent of the first course. First term. Credit, 2 semester hours.

Education S400. **Character Development.** This course is a study of the growth of character through school activities, both curricular and extra-curricular. Open to juniors and seniors. First term. Credit, 2 semester hours.

Education S401. **Present Day Educational Problems.** This course may be elected by students especially interested in research who are approved by the instructor. Various modern problems will be taken up from a research angle. This will be of especial value to students who expect to do graduate work. First term. Credit, 2 semester hours.

Education S430. **Directed Observation in High School.** This course will include observation and discussion of the more common high school subjects. Required of all students majoring in the A.B. curriculum for secondary education. This will be done in the Training School. The work in the school is organized on the activity basis advocated by the proponents of progressive education. First term. Credit, 2 semester hours.

Education S460. **Tests and Measurements in Secondary Education.** This course is designed to give the student an understanding of the significance of modern testing procedures, and to furnish actual experience in administering tests and evaluating test results. Both old and new types of tests and examinations are studied, and the merits and demerits of each pointed out. Some time is spent on the theory of testing, including elementary statistical procedures and their application to classroom use. Some practice is given in the preparation of tests, as well as in giving tests and scoring papers. Open to seniors. First term. Credit, 2 semester hours.

Education S481. **Elementary School Administration.** This course will be open to a limited number of students who show special talent for this type of work. This will be of special value to prospective elementary school principals and supervisors. Prerequisite: senior standing in the A.B. elementary course. First term. Credit, 2 semester hours.

Education S482. **Elementary School Administration.** This course will be open to a limited number of students who show special talent for

this type of work. This will be of special value to prospective elementary school principals and supervisors. Prerequisite: senior standing in the A.B. elementary course. Second term. Credit, 2 semester hours.

Education S490. **Principles of Teaching.** This course is a summarization of the problems of teaching. An objective will be the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary and elementary education. First term. Credit, 2 semester hours.

Note: Other courses will be added based upon demand.

## ENGLISH

English S101. **Fundamentals of Composition.** Drill in the mechanics and practice in the fundamental forms of composition, both oral and written. Required in all curricula. First term. Credit, 3 semester hours.

English S102. **Forms of Composition.** A continuation of English S101. Reading in contemporary prose. Required in all curricula. First and second terms. Credit, 3 semester hours each term.

English S200. **Types of Poetry.** First and second terms. Credit, 3 semester hours, each term.

English S210. **Types of Prose Fiction.** Second term. Credit, 3 semester hours.

English S230. **Types of Prose.** First term. Credit, 3 semester hours.

English S310. **Literature for Children.** Study of the types of literature and the best examples of each type available for use in the school and the home. Required in the A. B. elementary curriculum. First term. Credit, 3 semester hours.

English S320. **Survey of American Literature.** Study of the greater writers and their work viewed in the light of national and sectional conditions. Required in the A.B. elementary curriculum. Second term. Credit, 2 or 3 semester hours.

English S350.2. **Teaching English in a Progressive High School.** Study of the special problems presented to the high school teacher of English. Materials and methods. Prerequisite: Sophomore English. First term. Credit, 2 or 3 semester hours.

English S360. **Writing for Publication.** A practice course in news and feature article writing. First term. Credit, 2 semester hours.

English S451. **Shakespeare.** An advanced course. First term. Credit, 3 semester hours.

## HISTORY

History S101. **History of Civilization.** The civilization of the ancient and medieval period. For students who have had less than one year of college history. Second term. Credit, 5 semester hours.

History S102. **History of Civilization.** A history of civilization in the modern period. For those students who have had less than one year of college history. First term. Credit, 5 semester hours.

History S202. **History of the United States.** History of the United States from 1830 to 1934. Prerequisite: one year of history. First term. Credit, 3 semester hours.

Political Science S301. **American Government.** A course for history majors and minors. Open to other juniors and seniors who care to take it. First term. Credit, 3 semester hours.

History S322. **English History.** A history of England from the Stuart period to the present. Especially recommended for English majors and minors. First term. Credit, 3 semester hours.

History S201. **History of the United States.** History of the United States from 1492 to 1830. Prerequisite: one year of history. Second term. Credit, 3 semester hours.

History S350.4. **Methods of Teaching History in a Progressive High School.** Required of all students taking the A.B. course in secondary education who are majoring in history. Also students who are minoring in history must take at least 2 semester hours in the course. First term. Credit, 2 or 3 semester hours.

## HOME ECONOMICS

### The Family

Home Economics S401. **Health of the Family.** A study of public and preventive health measures as affecting family health; study, demonstration, and practice in home care of the sick. Prerequisite: senior standing in home economics. First term. Credit, 1 semester hour.

Home Economics S402. **Problems in Home and Family Life.** The practical application of the principles of sociology and economics to home and family life, emphasizing public health standards of living, house standards, household management, civic and social responsibilities. Prerequisite: senior standing in home economics. Fee \$2.00. First term. Credit, 2 semester hours.

Home Economics S460. **Problems in Home Economics.** An individual problem selected by the students with approval of the Director of the school is worked out with guidance and supervision of an assigned staff member. Hours to be arranged. First and second terms. Credit, 1 to 4 semester hours each term.

Home Economics S400. **Child Growth and Development.** A study of the development, care and training of the infant and pre-school child. Special emphasis will be given to the importance of home relationship. Nursery school observation will be included in this course. Prerequisites: Psychology 250 or equivalent; Sociology 330; Home Economics 350, 380 Fee, \$2.00. First term. Credit, 3 semester hours.

#### **The House and Its Administration**

Home Economics S430. **Home Management.** The home situation as it is influenced by training. Study of consumption, use of leisure time, and schedules. Prerequisite: senior standing in home economics. First term. Credit, 2 semester hours.

Home Economics S440. **House Residence.** Residence in the home management house including meal planning and preparation, schedule of household organization, informal home entertaining. Prerequisite or parallel: Sociology 330, Home Economics, 380, 430. First term. Credit, 4 semester hours.

#### **Food and Nutrition**

Home Economics S270. **Food Study.** A study of foods, standard recipes, standard methods of cookery in relation to flavor, color, texture, food values, food-meal, combinations, service and cost in relation to occasion and season; production and preservation. Prerequisite: Home Economics 101, Chemistry 231 (or parallel.) Fee, \$5.00. First term. Credit, 3 semester hours.

Home Economics S380. **Nutrition and Dietetics.** A study of the processes involved in the utilization of food by the body. Emphasis on an adequate diet for individuals and families; methods of checking adequacy; cost of adequate diet. Prerequisite: Biology 210, 300; Home Economics 370. Fee, \$5.00. First term. Credit, 3 semester hours.

#### **Vocational Home Economics Education**

Home Economics S390. **Methods of Teaching Home Economics in High Schools.** A study of accepted educational principles applied to home economics teaching in high schools. Prerequisite or parallel: Education 301; junior standing in Home Economics. First term. Credit, 3 semester hours.

Home Economics S492. **Vocational Education in Home Economics.** A study of the national and state programs for vocational education and their relation to the home economics program with special emphasis on the Alabama Vocational Home Economics program. Prerequisite: Home Economics 490. First term. Credit, 3 semester hours.

#### **Nursery School**

Home Economics S412. **Nursery School Procedures.** Discussion of history of education of young children; housing and equipment for nur-



sery schools; procedure; practice; and an opportunity for actual experiences with nursery school problems. Prerequisite: Home Economics 400. First term. Credit, 3 semester hours.

## **SCHOOL OF INSTRUCTION FOR VOCATIONAL HOME ECONOMICS TEACHERS**

**July 22-August 29**

- II. Setting up a Vocational Program:  
Setting up objectives, selecting activities, planning a unit, making a calendar of work, checking progress, revising plans, measuring the results.
- III. Educating the Public:  
The value to home economics, necessity for educating the public, mediums to use, and a balanced program.
- IV. Teaching Adults:  
Organization, needs of the group, methods of teaching adults, the contribution the adult program makes to a vocational program.
- V. Home and Community Surveys: (a continuation of course offered last year).  
Sources of information already secured, new information that can be secured, selecting the essentials and embodying these in the program. Graduate credit.
- VII. Out-of-School Use of Home Economics:  
Seeing jobs at home, recognizing in the home economics instruction help for out-of-school problems, securing increasing independence in finding problems, getting help and checking results, measuring results, standards set up for the home project program.
- VIII. The Rural Rehabilitation Program:  
Contribution home economics should make to this program. (Graduate credit.)
- IX. Home Improvement:  
Opportunities for improving homes, skill in performing manipulative processes, standards expected, means of developing continued interest in home improvement.
- XII. Home Economics Education—Methods in Teaching Non-Laboratory Lessons:  
Discussions, reports, class use of assigned study materials, field trips.
- XIII. Home Economics Education—Methods in Teaching Laboratory Lessons:  
Clothing construction and care, food preparation and serving, house care and refinishing furniture, home care of the sick, and first aid, using children for observation.

- XV. Home Economics Education—Forming Generalizations in Teaching:  
Technique in selecting essential subject matter, skill in setting up essentials by study of specific units. (Graduate credit.)
- XX. Teaching Social Relationships:  
Desirable goals, methods of attaining these, teaching opportunities in other units, means of checking progress.

### MATHEMATICS

Mathematics S101, S102. **A Survey Course in College Mathematics.** A study of certain fundamental notions of college algebra, trigonometry, analytic geometry and the calculus, with the function concept as an integrating idea underlying the whole course. Emphasis is placed on the applications of mathematics, particularly in the physical sciences. Designed for students who plan to take only one year in college mathematics, and also as a foundation course for majors and minors. Prerequisite: high school algebra and plane geometry. First and second terms. Credit, 3 semester hours each term.

Mathematics S201, S202. **Analytic Geometry.** Two-thirds of the course is devoted to plane analytic geometry and the remainder to an introduction to the analytic geometry of space. First and second terms. Credit, 3 semester hours each term.

### MODERN LANGUAGE

French S201, S202. **Modern Prose, Poetry, and Drama.** Rapid reading in class of representative works of modern authors; collateral reading; review syntax and composition. Prerequisite: two years of preparatory French or one year of college French. First and second terms. Credit, 3 semester hours each term.

Spanish S101, S102. **Elementary Spanish for Beginners.** The scope of the course embraces the elements of grammar, correct pronunciation, simple conversation and reading of easy prose. First and second terms. Credit, 3 semester hours each term.

Note: Students interested in taking French S101, S102 or Spanish S201, S202 should write at once to the Director of Summer School. If there is sufficient demand for these courses they will be offered.

Students who attend both terms of the Alabama College Summer School may complete a year of work in a modern language.

### MUSIC\*

With the extension of the Progressive Education demonstration school through the high school, the study of music can now be shown at all levels. Many music teachers who are not interested in credit and full

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\*The courses indicated under this heading are offered in the first term of the summer school. Those interested in music study during the second term should consult with the Director of the School of Music before July 1.

time courses will find profit in observing for as long periods of time as they can remain on the campus.

Instrumental and vocal ensemble work will be given increased attention at this summer school. Credit courses for full time students will be offered, but participation in the work is possible for shorter periods. The radio device, "The Friends of Music," will be continued as a part of the ensemble work. Double piano, piano and organ trios and like combinations will be used. The choral work will take the form of trios, quartets and a glee club.

The music work during the summer session aims to serve several widely divergent fields of music. As in the past, the field of performance in organ, piano, violin, and voice will be presented. Public School Music Methods, Wind and String Pedagogy, and Music Education at the Piano will be offered as usual. Those who are preparing for the state certificate examination will find work organized for their needs.

### Applied Music

#### Repertory Classes

The courses in Applied Music are divided into two types. One group of courses serves those who are already established musicians, who wish to add to their repertory or to re-study and re-interpret familiar works. To permit full consideration of more extended compositions two one-hour lessons a week are assigned to this group of courses. The lessons are private. It will be possible to register for part of the course in case a student cannot remain for the entire six weeks. Registration for the Repertory Classes includes registration in the Lecture Class in Piano. These lecture-recitals will be given once each week by Mr. Ziolkowski. The Ensemble Class may be substituted by students of violin.

The second group of Applied Music courses will meet the needs of the student who is approaching the study of the literature of the instrument for the first time and who is still working for the formation of an adequate technic. These courses will also serve those who do not wish to devote themselves exclusively to the study of an instrument. They may also be taken for less than the full credit. The Lecture Class in Piano or the Ensemble Class is also open to registrants in this course with special permission of the instructor.

The work in the above mentioned courses will be offered by:

Organ: Harrison D. LeBaron

Piano: Mieczslaw Ziolkowski

Violin: Ronald Ingalls.

#### Public School Music

The School is equipped with the essential instruments so that the student may become conversant with the needs of the player of any of the important band and orchestral instruments. A course in instrumental and choral conducting is also offered for the benefit of the beginner in this field.

The Applied Music study of students in this field may be done with one lesson a week if desired. If numbers warrant, lessons in orchestral instruments may be offered as a combination of one private and one class lesson.

The usual courses in Public School Music will be offered.

Work in this field will be offered by:

Methods: Lewis L. Stookey

Band and Orchestral Pedagogy: Ronald Ingalls.

### Music Education at the Piano

This course, designed for teachers of piano, will consider primarily the needs of the pupil. The aim of the course will be a thorough understanding of the aims of musical education rather than a memorizing of any particular set of devices seeking hazily understood objectives. A thorough study will be made of the underlying psychology of musical listening and performance. The possible aims for listening and performance will be considered, and a philosophy of musicianship built. The application of these principles to the mental processes of the student will be studied, together with the development of proper attitudes. In addition to the theoretical discussions, the course will form itself into a group of **class piano** where concrete examples of the building of musicianship will be sought. Two to three hours daily practice required.

Those intending to take the state examination for a certificate will find this work helpful. This course will be offered by Harrison D. Le Baron.

### Music Fees

The fees listed below include the fee for practice and the credit hour fee; that is, the total expense of a course is indicated here.

#### Applied Music:

12 private hour lessons and	
12 lecture or ensemble classes.....	\$35.00
12 private half-hour lessons.....	24.00
Music Education at the Piano.....	18.00
Harmony.....	6.00
Solfeggio.....	3.00
Analysis.....	6.00
Liturgical Music.....	3.00
Composition.....	6.00
School Music Methods.....	6.00
Instrumental Pedagogy.....	6.00
Conducting.....	3.00

**\*Description of Courses**

Music S103. **Music Education at the Piano.** As far as practical this course will be conducted by the discussion method. Class work in piano, the evolution of music history, psychology of music, aesthetics, musical form. Five double periods a week of recitation. First term. Credit, 4 semester hours.

Music S101. **Harmony.** Primary triads and their inversions, cadences, the dominant seventh chords and their inversions. Text: Chadwick—Harmony. First term. Credit, 3 semester hours.

Music S102. **Harmony.** Secondary chords and inversions, dominant ninth and its inversions, diminished sevenths and their inversions, modulation, etc. Text: Chadwick—Harmony. Prerequisites: Music 101. First term. Credit, 3 semester hours.

Music S101. **Solfeggio and Dictation.** Drill in scale and interval singing, part singing, elementary rhythmic problems, dictation to train the ear to recognize intervals, common triads, etc. Text. Ear-Training and Sight-Singing, Wedge. First term. Credit, 1 semester hour.

Music S103. **Choir Conducting and Liturgical Music.** This course is designed primarily for music teachers who are interested in organ work and who do choir training. This is a lecture course for the most part, with some demonstration work. It is an advanced course in choir management and music of the Church. First term. Credit, 1 semester hour.

Music S301. **Structural Analysis.** Homophonic and contrapuntal forms, together with a consideration of the structural detail of composition. Prerequisite: a course in Harmony. First term. Credit, 2 semester hours.

Music S302. **Harmonic Analysis.** Analytical study of the harmony of Wagner, Franck, and a contemporary composer. Prerequisite: a course in Harmony. First term. Credit, 2 semester hours.

Music S301. **Composition.** Vocal writing. Short solo and choral settings. Instrumental three part song form. Permission of the instructor required for admission. First term. Credit, 2 semester hours.

Music S103. **Public School Music.** Drill in scale and interval singing, part singing, elementary rhythmic problems, dictation to train the ear to recognize intervals, common triads, etc., with two additional hours of choral rehearsal. First term. Credit, 1 semester hour.

Music S301. **Public School Music Methods for Primary and Intermediate Grades.** Study of the methods of presenting music in first six grades according to the class methods employed in public schools; selec—

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\*The theory courses offered carry the work from beginning harmony through composition. As far as possible the work under this heading will be directed to meet the immediate needs of the student. Work in courses not outlined may be pursued if it is possible to arrange the instruction.

tion and presentation of rote songs; care of child voice; introduction of staff notation; presentation of tonal and rhythmic problems of each grade; lessons in directed listening; more recent practices in creative music for children; beginning of instrumental instruction; methods of utilizing radio in music education; survey of educational school broadcasts; readings and reports of contemporary thought on school music problems. Theory and practice of teaching combined in class work. Five hours a week. First term. Credit, 2 semester hours.

**Music S401. Public School Music Methods for Junior and Senior High Schools.** Study of the adolescent voice, its care; testing and classifying voices; selection of materials; organization of bands and orchestras; class instrumental teaching; public performances; school assembly; class voice teaching; music appreciation materials; project method of music instruction; newer movements in high school music education. Application of methods of teaching by practical work with the class itself. Readings and reports on contemporary thought on high school music problems. Five hours a week. First term. Credit, 2 semester hours.

**Music S201. Public School Music Appreciation.** Methods of presenting this subject to children; evaluation of courses of study in music appreciation. Bibliography of available texts on appreciation for children is made. Three hours a week. First term. Credit, 1 semester hour.

**Music S301. Wind Instrument Pedagogy.** Brass and wood wind instruments. A preparation for conducting school orchestras and bands; procedure for class teaching, principles of holding, fingering and playing the different instruments. The student gets practical experience in playing on instruments of each type. Students should bring their own instruments when possible. Two double periods a week. First term. Credit, 2 semester hours.

**Music S401. String Instrument Pedagogy.** A preparation for conducting school orchestras; procedure for class teaching; survey of materials for class teaching; principles of holding, fingering and playing instruments. Practical experience in playing on instruments of each type. The students should bring their own instruments when possible. Two double periods a week. First term. Credit, 2 semester hours.

**Music S301. Ensemble.** Study and performance of instrumental and vocal music for various combinations. This course may be taken for one, two, or three hours credit with the appropriate amount of practice—one to three hours daily. First term. Credit, 1, 2, or 3 semester hours.

## PHYSICAL EDUCATION

**Physical Education S152. Beginning Swimming.** First and second terms. Credit, 1 semester hour each term.

**Physical Education S252. Intermediate Swimming.** First and second terms. Credit, 1 semester hour each term.

Physical Education S352. **Advanced Swimming.** This course includes Life Saving if desired. First and second terms. Credit, 1 semester hour each term.

Physical Education S371.7. **Physical Education As It Functions in a Progressive School.** The course includes activities, materials and methods in physical education as adapted to unit teaching in the elementary school. The course includes lesson planning, directed observation in the training school, and a study of the state program in physical education. First term. Credit, 2 semester hours.

Physical Education S372.7. **Physical Education for High Schools.** A study of the state point system for high school girls with emphasis on material, organization, record keeping and methods. First term. Credit, 2 semester hours.

Physical Education S361. **Coaching.** This course includes the coaching of basketball, soccer, and volley-ball. First term. Credit, 2 semester hours.

Physical Education S201, S301, S401. **General Activities.** This is a course in tennis and it will be arranged to meet individual needs. First and second terms. Credit, 1 semester hour each term.

### PHYSICAL SCIENCE

Physical Science S101. A survey of the field of Science intended to initiate the student into the elementary principles of Astronomy, Physics, and Geology. This course is identical with the first semester's work as offered during the regular session. First and second terms. Credit, 2 or 3 semester hours each term.

Chemistry S101. **General Chemistry.** This course is identical with the first semester's work in general chemistry as offered in the regular session. It consists of a study of the common elements. Laboratory experiments accompany the regular lecture work. First term. Credit, 2 or 3 semester hours.

Chemistry S102. **General Chemistry.** A continuation of course S101, embracing the second semester's work in general chemistry. First and second terms. Credit, 2 or 3 semester hours each term.

Chemistry S211. **Quantitative Analysis.** This course embraces a study of those methods of analysis which are usually employed in determining the constituents of simple compounds. Gravimetric determinations are made in this course with stress being given to the importance of accurate laboratory manipulations. First term. Credit, 3 semester hours.

Chemistry S212. **Quantitative Analysis.** This course is a continuation of S211. The work in this course deals with simple volumetric methods of analysis. Standard solutions are made by the student and volumetric determinations are made upon a number of compounds. Second term. Credit, 3 semester hours.

Chemistry S231, S232. **Organic Chemistry.** This course during the first term deals with the fundamental principles of organic chemistry, special emphasis being given to fats, carbohydrates, and proteins. This is followed the second term by a course in foods and physiological chemistry, dealing chiefly with the digestive action of saliva, gastric fluid, etc., on foods. Required of all regular home economics students. First and second terms. Credit, 3 semester hours each term.

Physics S201. **Physics.** A course in general physics involving a study of the systems of measurements, laws of machines, gravitation and electricity. First term. Credit, 3 semester hours.

Physics S340. **Physics.** A semester's course for those students majoring in the home economics department. The laboratory work in this course will consist of experiments on household appliances involving physical principles. Visits are made to the power house, ice plant and pump house in order to study how these plants utilize the physical principles discussed in the classroom. First and second terms. Credit, 3 semester hours each term.

## PSYCHOLOGY

Psychology S200. **Educational Psychology.** This course includes a study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in intelligence, achievement and capacity. Required of home economics and A.B. Elementary students. Prerequisite: Psychology 152 or 251. First and second terms. Credit, 2 semester hours each term.

Psychology S201. **General Psychology.** Innate and acquired factors in behavior; motivation of behavior; individual differences and their measurement; problems of learning; personality adjustments. Scientific method illustrated with simple experiments which form the basis of teaching. Required of A. B. Liberal Arts and Secondary Education students and also of students majoring in sociology and physical education. First term. Credit, 3 semester hours.

Psychology S202. **General Psychology.** A continuation of Psychology S201. Second term. Credit, 3 semester hours.

Psychology S211. **General Psychology.** The reaction hypothesis, native equipment, sensation and feeling, emotion and the dominant human urges, motivation and adjustment, learning, perception and attention, general intelligence and special aptitudes, personality. Required of art, music, and science majors. First term. Credit, 2 semester hours.

Psychology S212. **General Psychology.** A continuation of Psychology S211. Second term. Credit, 2 semester hours.

Psychology S250. **Child Psychology.** This course is identical with the course in child psychology which is offered during the regular session. First term. Credit, 2 semester hours.



Psychology S300. **Educational Psychology.** This course includes a study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in intelligence, achievement and capacity. Required of A.B. Secondary students. Prerequisite: Psychology 201-2. First and second terms. Credit, 3 semester hours each term.

Psychology S310. **Abnormal Psychology.** This course deals with types of personality and their relation to abnormalities; amnesias; sleep; dreams; hypnosis; hallucinations; multiple personalities; neuroses and psychoses; principles of mental hygiene. Prerequisites: Psychology 201-2, 251, 211-2, or 152. First term. Credit, 2 semester hours.

### SECRETARIAL

Typewriting S101. **Fundamentals of Touch Writing.** Operation of the machine; the keyboard; straight copy; and simple letter arrangement. First term. Credit, 3 semester hours.

### SOCIOLOGY AND ECONOMICS

A leaflet will be issued later which will give the courses that are to be offered for social workers.

Sociology S201. **Social Problems.** Problems arising from geographic and economic conditions: psycho-physical conditions. Race and immigration. First term. Credit, 3 semester hours.

Sociology S202. **Social Problems.** Problems related to the social institutions—the family, the school, and the government. Second term. Credit, 3 semester hours.

Sociology S210. **Principles of Sociology.** This course, designed for the student majoring in other fields, aims to analyze and interpret social experience and thus prepare the student for a more intelligent participation in social life. A study is made of the origin of social experience and the nature of personality and of the organization of human experience into social institutions—the family, property, the state, the church. First term. Credit, 2 semester hours.

Sociology S220. **An Introduction to the Study of Rural Sociology.** A survey of the physical, economic and social aspect of farm life. Special emphasis upon the major problems growing out of rural living. Required of majors in Home Economics. First and second terms. Credit, 2 semester hours each term.

Sociology S321, S322. **Social Casework.** An introduction to the casework approach to treatment of some of the major social problems: desertion, illegitimacy, non-residents, problems arising from physical and mental illness, etc. Designed for students planning to enter social work as a profession, and as a background of understanding for those who will assume leadership in the civic affairs in their own communities. First and second terms. Credit, 3 semester hours each term.

Sociology S330. **Family Relations.** Brief sketch of the history of the family; the home; family relations. First term. Credit, 3 semester hours.

Sociology S370. **Field Work in Social Service.** A course offering practical experience for professional students in the field of rural social work. Arrangements are made for the students to work twelve to fifteen hours a week with the Shelby County Child Welfare Department as probation officers, school attendance officers, family welfare workers. The field work is carried on under the joint supervision of a member of the college faculty and the County Superintendent of Child Welfare. First term. Credit, 3 semester hours.

Sociology S421. **Social Casework.** A study of the underlying principles and current practices in social casework treatment as seen in the handling of some of the problems of family and child welfare. For students who are planning to enter social work as a profession. Prerequisite: Sociology 321 and 322. First term. Credit, 3 semester hours.

Sociology S422. **Juvenile Delinquency.** A study of the cases and treatment of juvenile delinquency with reference to historic and modern methods of dealing with the problem. The technique of diagnosis, treatment, both institutional and supervisory, juvenile research and prevention. A study is made of the County Child Welfare Program of Alabama, which includes the relationships (1) between county units and the State Department, (2) county units and public and private child-caring institutions of Alabama. Second term. Credit, 3 semester hours.

Economics S350. **Principles of Economics.** For the home economics student and secretarial majors. First term. Credit, 3 semester hours.

Economics S360. **Economic Problems.** Study of present-day economic problems and theories—living in a machine age; problems of wages and profits, savings, interest, and banking; taxation; labor problems, etc. Various theories of economic reform are considered in relation to present conditions and needs. Second term. Credit, 3 semester hours.

## SPEECH

The work of this department is two-fold; personal development and professional training. The personal development work aims to correct the most salient defects in voice and body, thus making the personality more effective. The professional training covers the field of interpretation which is divided into public speaking, public reading and dramatic art. The student thus prepared is equipped to teach the various phases of expression work, and coach plays and contests in school or community, as well as to entertain.

Speech S101. **Principles of Speech.** A fundamental course in general speech education. Training embraces the development of voice and

action applied in oral discourse; breath control; voice placement, resonance, phrasing, emphasis, platform manner. First term. Credit, 3 semester hours.

Speech S131. **Principles.** A fundamental course designed to give speech training to those who need the work but cannot give the time S101 requires. First term. Credit, 1 semester hour.

Speech S141. **Story Telling.** Study of child psychology, leading to consideration of stories suitable for children. Principles and aim. Practice in class and story hour groups in telling of stories for schools and centers. First term. Credit, 2 semester hours.

Speech S300. **Play.** A summer school play will be produced. Anyone enrolled in summer school is eligible to try out. Those selected for the cast will receive credit. First term. Credit, 1 semester hour.

Speech S381. **Auditorium.** This course is designed to meet the needs of the auditorium teacher. It is a study of the way schools have used the hour and includes helps, suggestions, and bibliography for practical application. First term. Credit, 2 semester hours.

Speech S400. **Play Production.** An intensive general course designed to aid teachers hitherto not fully prepared who find themselves confronted with the problem of production. It will include such problems as choosing, casting and staging a play, as well as the direction. First term. Credit, 2 semester hours.

Speech, private lessons. Personal attention to the application of principles in platform reading; development in interpretative ability. Hours and credits arranged. Special fee. First term.

The following courses may be offered if there is sufficient call for them:

Speech S111 or S112. **Acting.** Principles of dramatic work. Character development. Preparation for presentation in public production. First term. Credit, 2 semester hours.

Speech S211, S212, S311, or S312. **Advanced Acting.** First term. Credit, 1 or 2 semester hours.

Speech S231. **Teaching of Speech in Grades and High Schools.** First term. Credit, 2 semester hours.

Speech S301. **Principles of Oral Interpretation.** First term. Credit, 2 semester hours.

**DEMONSTRATION SCHOOLS****First Term****Elementary**

Work will be provided from the First Grade through the Sixth Grade. No fees will be charged. Pupils desiring elementary work should make application as early as possible.

**Junior High**

Work in combined Junior I and Junior II classes will be given in Art, English, Mathematics, Music, Manual Arts, Physical Education, Science, and Speech. No fees will be charged. Pupils desiring this work should make application as early as possible.

**Senior High**

Regular high school credit can be earned in certain senior high school subjects. Two half-units may be earned the first term and two the second term. A fee of \$4.00 for each half-unit of work carried will be charged. In addition to the courses offered below, it is possible that courses may be organized in Art, Manual Arts, Music, and Speech.

English S3a. **Composition and Literature.** Standard Senior II High School English. Texts: Baker and Goddard, English Fundamentals; Woolley, New Handbook of Composition; Greenlaw and Others, Literature and Life, Book III. Credit  $\frac{1}{2}$  unit.

English S4a. **Composition and Literature.** Standard Senior III High School English. Texts: Woolley, New Handbook of Composition; Greenlaw and Others, Literature and Life, Book IV. Credit,  $\frac{1}{2}$  unit.

History S3a. **American History.** Standard Senior II High School History. Text: Mace, American History. Credit,  $\frac{1}{2}$  unit.

History S4a. **Citizenship.** Standard Senior III High School History. Text: Hughes, Problems of American Democracy. Credit,  $\frac{1}{2}$  unit.

Mathematics S3a. **Plane Geometry.** A study of the first two books. Text: Newell and Harper, Plane Geometry. Credit,  $\frac{1}{2}$  unit.

Mathematics S4a. **Algebra.** Prerequisite: one unit of high school Algebra or its equivalent. Text: Wells and Hart, Modern Second Course in Algebra. Credit,  $\frac{1}{2}$  unit.

Science S1a, S2a, or S3a. At least one of the Senior High School Science Courses will be given. Credit,  $\frac{1}{2}$  unit.

**Second Term****Senior High**

English S3b. A continuation of English S3a. Credit,  $\frac{1}{2}$  unit.

English S4b. A continuation of English S4a. Credit,  $\frac{1}{2}$  unit.

History S3b. A continuation of History S3a. Credit,  $\frac{1}{2}$  unit.

History S4b. A continuation of History S4a. Credit,  $\frac{1}{2}$  unit.

Mathematics S3b. **Plane Geometry.** A continuation of Mathematics S3a offered the first term. Plane Geometry, Books III, IV, and V. Text: Same as first term. Credit,  $\frac{1}{2}$  unit.

Mathematics S4b. **Solid Geometry.** This course is for students desiring high school credit. Students who have not had this subject and who wish to major in mathematics in college are advised to take it. Text: Newell and Harper, Solid Geometry. Credit,  $\frac{1}{2}$  unit.

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\*All senior high school classes will meet twice daily.

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## THE FORTIETH ANNUAL SESSION OF ALABAMA COLLEGE OPENS SEPTEMBER 9, 1935

The College is a member of the Association of Alabama Colleges, the Association of Colleges and Secondary Schools of the Southern States, and of the Association of American Colleges.

The School of Music is a member of the National Association of Schools of Music.

In its efforts to meet the needs of the young women in the State, Alabama College offers the following curricula:

### FOUR-YEAR CURRICULA

Curricula leading to the Bachelor of Arts Degree in the liberal art subjects, preparation for teaching in high school, and preparation for teaching in the elementary school.

Curricula leading to the Bachelor of Science Degree in Art, Biology, Biology and Chemistry, Chemistry, Home Economics, Physical Education, Secretarial Science, and Social Service and Attendance Work.

Curricula leading to the Bachelor of Music Degree in Piano, Organ, Violin, Voice, and Public School Music.

The College offers excellent accommodations at reasonable rates for the number of students that can be accepted.

For the regular catalog and further information address

**ALABAMA COLLEGE**  
**MONTEVALLO, ALABAMA**

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**APPLICATION FOR ADMISSION**  
to  
**ALABAMA COLLEGE SUMMER SCHOOL**  
Montevallo, Alabama  
**SUMMER SESSION—1935**

Date.....

1. Name (in full).....

2. Address: Street and No., or R. F. D. ....

City....., County....., State.....

3. Name and address of parent or guardian.....

4. Last school attended.....

Graduate?.....

5. Enclosed is reservation fee of \$2.00. Please (reserve) (do not reserve) a place in the college dormitory for me. (Strike out word or words in parentheses.)

6. Indicate courses desired:

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Remarks.....

Signature of Applicant.....

